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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Who we are**  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  **Central idea**  Growth and change have made me who I am.  **Key concepts**   * Reflection * Change   **Related concepts**   * Change * Growth   **Lines of inquiry**   * Measurement of living things as evidence of growth * How and why my abilities have changed since Prekinder * How and why my responsibilities evolve | **Social Studies strand(s)**  Continuity and change through time  **Social Studies skills**  **a.** Formulate and ask questions about the past, the future, places and society  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  • Identify how their abilities have changed in recent years |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Where we are in place and time**  An inquiry into orientation  in place and time; personal  histories; homes and journeys;  the discoveries, explorations  and migrations of humankind;  the relationships between  and the interconnectedness  of individuals and civilizations,  from local and global  perspectives.  **Central idea**  Personal histories tell us about where families come from.  **Key concepts**   * Causation   **Related concepts**   * Origin   **Lines of inquiry**   * My personal history * My family in the past and now * Places where my family comes from | **Social Studies strand(s)**  Continuity and change through time  **Social Studies skills**  **a.** Formulate and ask questions about the past, the future, places and society  **c.** Orientate in relation to place and time | **The student will be able to:**  • Identify and describe aspects of their family that have changed and lasted over time. |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we express ourselves**  An inquiry into the ways in  which we discover and express  ideas, feelings, nature, culture,  beliefs and values; the ways in  which we reflect on, extend  and enjoy our creativity; our appreciation of the aesthetic.  **Central idea**  We all have experiences and stories to share and there are many ways to tell them.  **Key concepts**   * Perspective * Function   **Related concepts**   * Interpretation * Communication   **Lines of inquiry**   * Elements and structure of a story * Different ways of telling a story * How our bodies communicate (physiological reactions) | **Social Studies strand(s)**  Social organization and culture  **Social Studies skills**  a. Formulate and ask questions about the past, the future, places and society  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources | **The student will be able to:**  • Recognise that humans can use different forms of story-telling as a means of communication |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How the world works**  An inquiry into the natural world  and its laws; the interaction  between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  **Central idea**  An understanding of the properties of materials allows us to use them responsibly.  **Key concepts**   * Form * Responsibility   **Related concepts**   * Properties * Initiative   **Lines of inquiry**   * Properties and uses of materials * Reducing, reusing, recycling | **Social Studies strand(s)**  Resources and the environment  **Social Studies skills**  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  • Propose and develop ideas to use materials in a responsible way |
| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we organize ourselves**  An inquiry into the interconnectedness of human-made systems and communities; the instruction and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  **Central idea**  People’s attitudes affect the harmony in a community.  **Key concepts**   * Connection * Causation   **Related concepts**   * Harmony * Consequences   **Lines of inquiry**   * Characteristics of a neighbourhood and functions of its members * Ways in which attitudes affect a neighbourhood community * Consequences of natural disasters on a community and how to prepare for them | **Social Studies strand(s)**  Social organization and culture  **Social Studies skills**  **c.** Orientate in relation to place and time  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  • Identify and describe characteristics of their neighbourhood and roles of its members  • Establish relationships between familiar physical spaces and their representations |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Sharing the planet**  An inquiry into rights and  responsibilities in the struggle  to share finite resources with  other people and with other  living things; communities  and the relationships within  and between them; access to  equal opportunities; peace and  conflict resolution.  **Central idea**  Forests provide biodiversity and resources and therefore we need to conserve them.  **Key concepts**   * Connection * Responsibility   **Related concepts**   * Diversity * Conservation   **Lines of inquiry**   * Forests as a resource for the planet * How humans and animals share space and affect each other * The forest as an ecosystem | **Social Studies strand(s)**  Resources and the environment  **Social Studies skills**  **b.** Use and analyse evidence from a variety of historical, geographical and societal sources  **d.** Identify roles, rights and responsibilities in society | **The student will be able to:**  • Identify ways in which humans can positively and negatively affect forests |